



**Arab Republic of Egypt (ARE)  
Ministry of Higher Education (MHOE)  
Projects Management Unit (PMU)  
Quality Assurance and Accreditation Project (QAAP)**

***GUIDELINES AND TEMPLATES FOR  
INTERNAL QUALITY ASSURANCE  
SYSTEM IN HIGHER EDUCATION  
INSTITUTIONS***

***(Annex F)***

Prepared by

The National Quality Assurance and Accreditation  
Committee (NQAAC) in Collaboration with British  
Consultants in Higher Education

## **ACKNOWLEDGEMENT**

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***It is envisaged by NQAAC that the Egyptian National Quality Assurance and Accreditation Agency (NQAAA), when established, will build on this effort and will continue to adopt and develop the same QAA methodology.***

***ANNEX F***  
***GUIDELINES AND TEPLATE***  
***FOR AN ANNUAL FACULTY***  
***SELF EVALUATION REPORT***

## **Annex F: Guidelines and Template for the Annual Faculty Self Evaluation Report**

### **A. Preface**

- ϑ- This document is one of a series published by the Quality Assurance and Accreditation Project (QAAP).
- ϒ- The objective of this document is to guide higher education institutions in the preparation of their annual report for internal auditing, and external review as an element of a process to assure quality of educational programs.
- ϒ- The template outlines ten major considerations:
  - i. The Institution Mission
  - ii. Governance and Administration
  - iii. Human Resources (staffing)
  - iv. Educational Programmes
  - v. Academic Standards
  - vi. Quality of Learning Opportunities
  - vii. Quality Management
  - viii. Research and Other Scholarly Activities
  - ix. Community Services
  - x. Action Plan.
- ξ- Each section of this document is structured into a series of precepts, identifying the policies and procedures which an academic institution is expected to have in order to assure the quality in its performance. Accompanying the precepts, outline guidance is provided to assist in the writing of the report; the precepts are contained in gray shaded boxes in order to be easily recognized.
- ο- The guidance accompanying the precepts offers the institution a framework for writing the report. The institution has the choice of discussing any of the guidance briefly or extensively according to their views of how best to achieve the objectives of the report.
- ϒ- Appendix F\): Contains the template for the report.
- ϒ- In writing this document, reference was made to similar publications of the QAA and USA West and Middle State Accreditation Board.

## **B- Introduction**

New advancements in science and other academic areas have made the upgrading of the quality of education one of the most important challenges facing all countries of the world in order to cope with changes made necessary through the onset of globalization.

Accordingly, education is a main priority in both developed and developing countries, as a strategic issue at the national level. This is because the main goal of education is to provide societies with graduates qualified to meet their professional and research needs. Those graduates are also expected to contribute effectively in drawing-up and implementing development policies and plans.

Within this framework, state policies are reformulated in order to upgrade the quality level of higher education. This is to ensure that higher education graduates meet internationally accepted standards, and that their knowledge and skills enable them to compete in local and regional job markets. Furthermore, one of the corner stones of the "National Conference for Education Reform ٢٠٠٠" was the establishment of the National Quality Assurance and Accreditation project, which was later selected as one of six developmental projects to be implemented nationwide.

The project has adopted a policy for internal auditing and quality management and assurance of educational programmes in higher education institutions. This is carried out through annual reports based on programme and course reports drafted by educational institutions with the purpose of identifying any shortcomings, and proposing development plans to overcome them, and also providing monitoring mechanisms for their implementation.

These guidelines were prepared by the Quality Assurance and Accreditation Project (QAAP) to assist higher education institutions in the preparation of their Annual Report in such a way as to monitor the achievement of its aims and objectives and those of the programmes for which it is responsible. Familiarity with the guidelines will also help internal auditors, at the institutional level, to perform the auditing and quality enhancement process in an effective way.

## **C- Definitions of terms used in the guidelines**

Some of the terms used in these guidelines and/or used in writing the annual report may have different meanings according to the context in which they are used. Therefore, because of possible ambiguities that may reflect on the content of the report and the understanding of its user, it was felt necessary to provide the reader with the intended meaning of these terms. In the following, we provide definitions of the terms found in this guidelines.

### **Accreditation**

The recognition accorded by the Agency to an institution which can demonstrate that its programmes meet acceptable standards and that it has in place effective systems to ensure the quality and continuing improvement of its academic activities, according to the criteria published by the Agency.

The impact of accreditation at course and programme level will be to require an assurance of the existence of a specific quality level in accordance with the institution's mission, the objectives of the programme(s) and the expectations of similar academic institutions, the students and the labour market.

### **Academic standards**

The level of requirements and conditions which an educational institution / programme must satisfy to ensure that graduates attain the minimum requirements of knowledge and skills in accordance with the institution mission.

### **Benchmark**

Provides a reference point against which outcomes can be measured. Benchmark statements represent general expectations about the standards required for the award of qualifications at a given level and articulate the attributes and capabilities that graduates possessing such qualification should be able to demonstrate.

### **Course/ programme aims**

These are what it is intended to be achieved by students from a course/programme in terms of knowledge, skills and attitudes.

**General precepts**

Principles / regulations, related to the components of the annual report, which the educational institution must have as part of the policies covering its operations.

**Institution**

Faculty / higher institute offering educational programs leading to the awarding of a university degree or higher.

**Intended learning outcomes (ILOs)**

The knowledge acquired and skills gained by students at the end of a course / programme

**Internal system for quality management**

The system adopted by the institution to ensure and enhance the quality of educational programmes. The system ensures the monitoring of performance, precise identification of learning obstacles, suggestions for development, amendment of policies, rearrangement of priorities according to need and the monitoring of the implementation of development policies.

**Job market**

The availability of professional, research oriented or other fields of employment, a graduate is qualified to join upon graduation.

**Mission**

A brief statement clearly identifying the educational institution's duty and its role in the development of the surrounding society and the nation, all in light of its strategic goals.

**Peer reviewer**

An external evaluator who is a specialist in the field reviewed, asked to review an educational program either for internal auditing or for accreditation

**Report**

The annual report of the faculty prepared on the bases of reports of its educational programme

**Stakeholder**

A person, agency, institution or other organization in society that benefits from a certain educational programme (students, parents, employers, research institutions, professional associations.... etc).

**Strategic objectives**

A collection of institution-specific aims and objectives that are derived from its mission. Objectives are written in a general manner focusing on the portfolio of academic programmes and the medium and long term aims of the institution.

**Students' assessment**

A set of processes, including examinations and other activities conducted by the institution to measure the achievement of the intended learning outcomes of a course / programme. Assessments also provide the means by which students are ranked according to their achievement.

**Teaching and learning methods**

Methods used by the instructor (deliverer of material) to help students acquire what is intended from the course. These could include for example: case studies to provide students with the ability to analyze and make decisions; assigning a review paper to provide the students with the skills of self learning and presentations; practical lessons to help students to attain certain skills, and conducting experiments to train students in reaching conclusions and drawing inferences.

# **I. Mission**

## **General precepts**

- ∪- Every institution must have a written and well-publicized mission, stemming from the university mission. All types of activities of the institutions are carried out with reference to its mission.
- ∪- The mission statement must be clear and inclusive. It is with reference to the mission that the selection of the educational programmes which the institution decides to provide will be justified. The mission statement should also define the role of the institution in research and in its contribution to the community. The mission should also determine the intended geographical sector served by the institution.

### **∪- Existence of a mission for the institution**

- Does the institution have a mission?
- If a mission statement exists, is it inclusive, publicized, and known to stakeholders?
- If the institution is preparing its mission statement now, when is it expected to be completed and published? What methods are proposed to publicize it?

### **∪- The mission statement**

- If a mission statement exists, it is necessary to present the exact statement since programme aims and intended learning outcomes are measured with reference to the mission

### **∪- Reviewing / updating the institution mission**

- Is the mission reviewed periodically?
- If the mission is reviewed regularly, what was the date (month / year) of the last review?

### **∪-Strategic objectives**

- Strategic objectives of the institution, which are approved by the relevant institutional council, should be given. Give also the number and date of the council meeting at which approval of the strategic objectives was granted.

## **II. Governance and Administration**

### **General precepts**

١. The institution should ensure that an effective relationship between top management and faculty staff members exists
٢. The institution should ensure that its policies and procedures assure the clarity and transparency in the decision making process.
٣. The institution should ensure that the organizational structure has a degree of flexibility allowing for the changing of priorities and the reviewing of policies according to the institution's requirements
٤. The institution should have procedures to deal with students complaints and resolve them effectively.
٥. The institution should have procedures allowing students to submit, individually or collectively their complaints without fear of harm or disadvantage and with the assurance that privacy and confidentiality will be respected
٦. The institution should ensure that the office(s) responsible for dealing with students' complaints is (are) fair with respect to applying the bylaws, and treat students equally
٧. The institution should ensure that the office responsible for resolving students' complaints addresses the issues and offers solutions in a timely manner

### **١ - Organizational structure**

- Description of the organizational structure
- Defining academic duties and responsibility

### **٢ - Selection of academic leadership**

- What is the method of appointment of senior management (Dean, Vice-Dean, Heads of Department)?
- What is the method of appointment of academic leaders (programme – coordinators)?
- What are the criteria for appointment and the period of appointment?
- What are the duties and responsibilities? Are they approved by the institution council?

**۳- Effectiveness of policies, systems and practices**

- Adequacy of policies for improvement and enhancement
- Adequacy of practices to achieve improvement plans
- Efficiency of the administrative system to achieve the intended goals
- Efficiency of the administrative system to deal with students problems

**۴- Responsiveness to changing priorities and emerging needs**

- Response of the top management to changes
- Availability of a priority system to respond to change and review policies
- Mechanisms used to cope with changes
- Managing resistance to change
- Methods used to disseminate the vision for development

**۵- Contribution of recent improvement / enhancement activities to the strategic objectives and plans**

- Types of recent quality improvement / enhancement activities
- Contribution of recent improvement / enhancement activities to the strategic objectives and plans.

**۶- Review of the impact of previous improvement plans**

- Availability of an internal auditing system for the results of the previous improvement plans
- Mechanisms used in the internal auditing system
- Procedures for updating the improvement plans, and the extent of their effectiveness.
- Willingness and support of the top management in updating the previous improvement plans

### **III. Faculty Staff Members**

#### **General precepts**

- ١- The institution must have a vision for its requirements of staff members and teaching assistants
- ٢- The institution must have policies and mechanisms for the professional development of the faculty staff and the teaching assistants in line with the future plans for the operation of the institution.

#### **١- Statistics**

- Number of staff members and teaching assistants distributed according to their academic degrees.

#### **٢- Adequacy of members and profiles of staff members to achieve the institution mission and strategic objectives in each of the following**

- Educational programmes
- Research
- Community services
- Percentage of shortage / surplus of staff members in each discipline
- If a shortage / surplus exist, what are the institution's policies for meeting the shortage or dealing with the surplus?

#### **٣- Staff development to meet the needs of the mission and strategic objectives**

- Is there a strategy for staff development?
- What are the policies and how available are training programmes for developing the capabilities of faculty staff members?
- What are the policies and how available are training programmes for developing the capabilities of other staff (technical, administrative etc.)?
- What other methods are adopted by the institution to develop the capabilities of all staff members. and how effective are these methods?

#### **٤- Review of the policies implemented to develop capabilities of staff members**

- What actions have actually been implemented as a result of the improvement policies suggested in previous years?
- Which of the improvement policies suggested in the previous year have not been implemented? What are the obstacles that caused the non-implementation of those policies?

## IV: Educational Programmes

### General precepts

- ١- Academic institutions should ensure that their responsibilities for the standards and quality of their educational programmes are discharged effectively through their procedures which include:
  - The design of programmes
  - Accreditation of programmes
  - Monitoring / reviewing of programme development
- ٢- Academic institutions should clearly define (and provide justification for) the academic standards and the quality of the learning opportunities of its educational programmes
- ٣- Academic institutions should ensure that the roles and responsibilities of the different bodies involved in designing and reviewing their programmes (departments, department councils, educational development committee, faculty, university and sectoral committee) are clearly defined.
- ٤- Academic institutions should have monitoring procedures:
  - To ensure that programmes remain current in the light of developing knowledge in the discipline and practice in its application.
  - To evaluate the extent to which the intended learning outcomes are being attained by students in accordance with the programme academic standards referenced to the mission.
- ٥- To make available the necessary publications, presenting clearly, the regulations governing the educational programmes and procedures for admission and withdrawal.

Note: The discussion under this section should take account of all of the programme reports for the academic year. The findings from these reports should be integrated into each of the sub-headings, below. It is not necessary to provide the detailed information contained in these reports, but they should all be attached to the faculty annual report as an annex.

### ١- Statistics

**In this section, provide overall statistics for the institution. The statistical details for individual programmes will be contained in the programme reports**

- Number of graduates for the current academic year (of each programme and of the institution)
- Percentages of graduates in each grade
- Number of available educational programmes
- Number of students registering in each programme

- Indicators for admission in the different programmes.

**Comment on these overall statistics, identify any poorer than expected performances, suggest reasons and propose remedies.**

**Identify also any better than expected performances and identify areas of good practice which might contribute to this performance and are capable of being replicated in other programmes.**

**¶ - Educational programmes framework**

- Number of credit hours or courses per programs
- Percentages of courses forming the different components of the academic structure of the program:
  - Basic sciences
  - Social sciences and humanities
  - Specialization
  - Computer sciences
  - Practical training
  - Others
- Does the institution offer a programme (or additional courses) for outstanding students leading to an Honours Degree? If such a programme exists, what are the requirements for admission, the programme contents, and the level of demand to join it?

**Again comment on any general findings from this information. Individual programme findings should be dealt with in the programme reports.**

## **V: Academic Standards**

In the following sections, using the information provided in the programme reports, comment on the overall achievement of academic standards.

Identify any examples of high programme achievement, together with examples of good practice which could be replicated in other programmes.

Also identify any examples of programmes falling short of the reference standards, give reasons and proposed remedies

### **١. Academic standards compared with reference standards**

- General standards and their relationship to the reference standards
- To what extent is the programme current to recent academic developments?
- Have the aims of the programmes been achieved, if not why not?
- Have the programme intended learning outcomes been achieved, if not why not?
- How appropriate are the design and structure of the curricula in achieving reference standards? Are there any recommendations for improvement?

### **٢- Student assessment**

- Are different types of assessment used in order to assess students performance effectively in respect of the achievement of the intended learning outcomes for programmes, if not, why not?
- Does the language used in assessments coincide with that of teaching, if not, why not?
- Are students provided with grading criteria for assessments, so that they are aware of what is required of them, if not, why not ?
- Was the examination grading system appropriate, if not, why not?
- Are students given effective feedback from their assessments so that they can learn from them, if not why not?
- Does the institution have policies and procedures for the constitution of examiners boards?
- Were there external evaluators, if not why not?
- If so, what were their comments in respect of the appropriateness of the assessment methods used with reference to the intended learning outcomes, the academic level of the assessments with reference to the external references, the appropriateness of the gradings awarded and the fairness and efficiency of the assessment methods and procedures?

- Did any difficulties arise as a result of the examination scheduling system?
- Are there effective procedures for reviewing examination results in the event of students' complaints?
- Are the systems and timing of the notification of results of assessments appropriate?

### **ƴ- Student retention and progression**

From the statistics produced in the programme reports, comment on the retention and progression rates for all levels. Identify programmes where retention and progression rates are high and identify the reasons and any elements of good practice, which could be replicated in other programmes. Similarly, identify programmes where retention and progression are disappointing. Indicate reasons and make proposals for improvement.

### **Ƶ. Student achievement, including employment opportunities and take-up**

From the statistics produced in the programme reports, comment on the achievement of students, in respect of the number and percentages of final grades. Identify programmes where achievement is high and identify the reasons and any elements of good practice, which could be replicated in other programmes. Similarly, identify programmes where achievement is disappointing. Indicate reasons and make proposals for improvement.

What is the vision of the academic institution with respect to the employment opportunities for the graduates in relation to:

- The availability of appropriate employment opportunities
  - Appropriateness of the opportunities to the academic qualification
  - Which new specialisms are required by the job market, which are not currently included in the educational programmes of the institution. Is the institution producing graduates in specialisms, in excess of the job market requirements?
  - Propose any remedial measures which might be required.
- . External evaluation of the performance of students and the academic standards achieved
- Opinions of external evaluators
  - Opinions of other stakeholders, employers, industrial representative

## **VI: Quality of Learning Opportunities**

## **General precepts**

- ١- Institutions should ensure that their facilities and resources are adequate to achieve the intended learning outcomes.
- ٢- Institutions should have policies that assure students that they have equal rights in the allocation of resources.
- ٣- Institutions should have policies to enable students to participate in all aspects of the academic social life of the institution.
- ٤- Institutions should provide services to help students to interact with their colleagues and the academic environment.
- ٥- Institutions should have policies to ensure the quality of learning opportunities to disabled students and to high achievers.
- ٦- Institutions should provide services to support disabled students and help them to be committed to and participate in the academic life.

### **١- Teaching and learning**

- What are the strategies for teaching and learning in the different programmes?
- Which methods are used to help students to achieve the intended learning outcomes?
- What are the students' opinions of the quality of teaching and learning?
- What means exist for helping students' independent learning and self evaluation?

### **٢- Student support, academic and pastoral**

- What are the systems for academic support?
  - What is the tutorial system, for groups and for individual students?
  - Do individual students have a member of faculty as a personal tutor?
  - Are faculty members available for timetabled tutorial session?
  - What facilities exist to identify, at an early stage, students, who are at risk of failure? What measures are taken to support them?
  - What facilities exist to support outstanding student to enhance further their academic achievement?
  - Are there individual programme handbooks?
- What are the systems for pastoral support?
- Does the tutorial system provide adequate pastoral support?
- Is there a student handbook (guide) to show the educational schedules, regulations and instructions of the different

departments, participation in students activities, and available services? .

- Facilities and services for students with disabilities to help them to participate in academic social life.
- Facilities services for outstanding students.
- Students activities and accommodation and health services.
- Are there any means of financial support for students?

### ۳- Learning resources

- Adequacy of the faculty, technical and administrative staff (numbers – qualifications).
  - The Library
    - Accommodation (study space, ventilation, lighting)
    - Working hours
    - Adequacy of textbooks and periodicals (availability, number,)
    - Adequacy of services (searching internet, electronic library).
- Computing facilities (number, software, internet,etc.).

Laboratories and equipment.

- Adequacy of equipment to the needs of the practical sessions and research work.
- Adequacy of laboratories (Spacing, lighting, and ventilation).
- Teaching halls.
  - Adequacy of halls (number of seats, space, lighting, and ventilation).
  - Adequacy of audiovisual aids (number and capacity).

### ۴- Student feedback on courses

- Is there a system for course evaluation on the part of the student?
- What is the response of the faculty staff to the evaluation system?
- To what extent does the institution comply with the system of evaluation?
- To what extent does the system of evaluation participate in the development of the academic programmes?

## VII: Quality Management and Enhancement

## **General precepts**

Institutions should have policies for quality management and enhancement. These should ensure precise identification of teaching and learning obstacles, suggestions for enhancement, modification of policies and setting of priorities according to the real needs of the institution and the students, following the implementation of enhancement policies

### **١- The institution's vision for enhancement.**

- What is the institution's strategy for enhancement?
- What are the mechanisms of the enhancement strategy?
- What are the enhancement procedures concerned with?
  - Mechanisms for monitoring the effectiveness of teaching and learning in the institution
  - Committee structures for monitoring the effectiveness of teaching and learning
  - Mechanisms for disseminating and implementing policies

### **٢- The extent of implementing the university's policies and regulations**

#### **٣- The extent of the engagement with the stakeholders to gain the community's trust in the academic programmes?**

- What are the policies, plans and mechanisms in this respect?
- Which are the collaborative bodies?
- What is the extent of the response to the stakeholder's views in the enhancement of the academic programmes?

#### **٤- The extent of the effectiveness of the internal review system for quality assurance.**

- The quality of the annual programme reports
- The extent to which the academic departments adhere to the enhancement plans
- The responsiveness of the academic faculty staff to the enhancement plans
- The contribution of the performance appraisal system in achieving the enhancement goals.

#### **٥- The issues from any external review report**

- Does the institution have any policies and / or procedures for the assessment of overall student performance? If so, does this occur by:
  - Peer reviewers report

- External evaluators comments
- Stakeholders, including students, feedback
- Others (specify)?
- What are the concerns and comments of the external reviewers (if any)?
- What are the issues for which agreed actions are taken?
- What are the issues for which no actions are taken? and why?

**٦- Review of the last enhancement plans for improving the quality of education.**

- What are the enhancement policies that are being implemented?
- What are the enhancement policies that have not been implemented?
- What are the obstacles to implementation?

**٧- Action Plan for the coming year**

- Is there such a plan?
- Does it provide for clearly specified actions?
- Are individual responsibilities for the completion of the actions clearly specified?
- Are there target dates for the completion and are they adhered to?

## **VIII: Research and Other Scholastic Activities**

### **General Precepts**

- ١- Institutions should adopt defined policies that ensure freedom for research and creativity for the faculty staff.
- ٢- Institutions should have a committee for research administration, planning , implementation and enhancement.
- ٣- Institutions should have policies for the development of research skills of the faculty members.
- ٤- Institutions should have a database of conducted and published research.

### **١- Research plans**

- Do academic departments have an endorsed and documented research plan?
- To what extent are the academic departments integrated and coherent in setting the research plans?
- What are the mechanisms used for the assessment and acceptance of research?
- Are the research plans reviewed regularly? And what is the timing of any review?
- To what extent do the topics of the research plans conform with recent subject area developments?
- Are there available policies and procedures for the construction of research plans?

### **٢- Participation of faculty members in research activity**

- Number and proportion of research-active faculty members
- Number and proportion of participating faculty members with other (academic departments, colleges, universities).
- To what extent are the interests and specialisms of the faculty members matched to the implementation of the research plans?
- What are the policies for encouraging the faculty staff to conduct collaborative research?
- Are there available policies and plans for the enhancement of the research skills of the faculty staff?

### **٣- Awards offered by the institution**

- Diplomas /Masters /Doctorates

**ξ- Awards given by the institution in the current academic year.**

- Number of Diploma/Masters/Doctorates awarded
- Are there any departments/sections, which are relatively inactive in this area? Give reasons and propose remedies.

**ο- Sources and amount of research funds.**

- Total budget allocated for research activity from the university/private sector/public sector /NGOs /other sectors.
- What are the regulations for the distribution of the research budget?
- To what extent does the research budget facilitate the implementation of the research plan?
- Number of collaboration research protocols with different sectors.

**ϖ- Published research in conferences and periodicals.**

- Number of publications in research conferences (national/international).
- Number of publications in research periodicals (national/international).

**ϗ- Contribution of faculty members in seminars and conferences**

- Number of contributions by faculty members in research conferences (national/ international)
- Number of contributions by faculty members in seminars and workshops.

**⊘- Reviewing of the last recommendations for research enhancement**

- Which are the enhancement policies that are being implemented?
- Which are the enhancement policies that have not been implemented?
- What are the reasons or obstacles preventing implementation?

**ϑ- Propose an action plan for the coming year, with clearly stated responsibilities and timescales.**

## **IX: Community Involvement**

### **General precepts**

Institutions should have:

- Clear policies for community services
- Mechanism(s) to measure the real needs of the community

#### **١- Contribution of the institution in community, society and environmental affairs.**

- Number of community service units within the institute
- Community services at national level
  - Training programmes
  - Workshops and seminars
  - Conferences
  - Technical services
  - Others
- Community services at international level
- Technical consultations
- What is the evaluation mechanism of the institution for the impact of community services?
- What are the mechanism(s) that the institution uses to assess the real community needs?

#### **٢- Evaluation of end users for community services quality.**

- What are the mechanisms applied to measure the opinion of end users on the impact of institutional community services?
- What are the opinions of end users in the quality of institutional community services?

#### **٣- Review of the last recommendations for community services enhancement.**

- What are the enhancement policies that are being implemented?
- What are the enhancement policies which have not been implemented? What are the obstacles to implementation?

#### **٤- Propose an action plan for the coming year, with clearly stated responsibilities and timescales.**

## **X: Consolidated Developmental Plans**

Consider all of the proposals for action and development arising from all sections of the report. These should be carefully prioritised, taking into account the time and resources required for each action/development. The suggested plan for development of each criterion should be stated according to its priority, with clearly defined outcomes, responsibilities and timescales.

## **XI: Proposals for the Improvement of the Process of Review and Reporting.**

Make any proposals or suggestions for the improvement of the process of self-evaluation and annual reporting, together with constructive comments on the templates and guidelines that support reviews at course, programme, and faculty level, following early experiences.

***APPENDIX F<sup>2</sup>***

***TEMPLATE FOR***

***ANNUAL FACULTY SELF-***

***EVALUATION REPORTS***

## **APPENDIX F\ : Template for Annual Faculty Self-Evaluation Reports**

### **Preamble**

This template lists the main and sub-headings for the production of the report. The Report requires an analysis of the year's activities of the institution in the three areas covered by the institution's mission, educational programmes, research and other scholarly activity and community involvement. In each of the three areas, the analysis should review the activities in the previous academic year against the actions planned for that year to conform with the Mission Statement. A set of action plans should then be drawn up to guide the activities for the coming academic year.

### **I. Mission**

- ١- Existence of a mission for the institution
- ٢- The mission statement
- ٣- Reviewing / updating the institution mission
- ٤- Strategic objectives

### **II. Governance and Administration**

- ١- Organizational structure
- ٢- Selection of academic leadership
- ٣- Effectiveness of policies, systems and practices
- ٤- Responsiveness to changing priorities and emerging needs
- ٥- Contribution of recent improvement / enhancement activities to the strategic objectives and plans
- ٦- Review of the impact of the previous improvement plan

### **III. Faculty Staff Members**

- ١- Statistics
- ٢- Adequacy of members and profiles of staff members to achieve the institution mission and strategic objectives
- ٣- Staff development to meet the needs of the mission and strategic objectives
- ٤- Review of the policies implemented to develop capabilities of staff members

### **IV: Educational Programmes**

- ١- Statistics
- ٢- Educational programme framework

## **V: Academic Standards**

- ١- Academic standards compared with reference standards
- ٢- Student assessment
- ٣- Student retention and progression
- ٤- Student achievement, including employment opportunities and take-up
- ٥- External evaluation of the quality of performance and academic standards achieved by students/graduates

## **VI: Quality of Learning Opportunities**

- ١- Teaching and learning
- ٢- Students support
- ٣- Learning resources
- ٤- Student feedback on courses

## **VII: Quality Management**

- ١- The institution's vision for enhancement.
- ٢- The extent of implementing the university's policies/ regulations.
- ٣- The extent of the engagement with the stakeholders to gain the community's trust in the academic programmes.
- ٤- The extent of the effectiveness of the internal review system for quality assurance.
- ٥- The issues arising from any external review report.
- ٦- Review of the last enhancement/action plan for improving the quality of education.
- ٧- Action plan for the coming academic year.

## **VIII: Research and other scholastic activities**

- ١- Research plans.
- ٢- Participation of faculty members in research activity.
- ٣- Awards offered by the institution.
- ٤- Current awards offered by the institution.
- ٥- Sources and level of research funds.
- ٦- Published research in conferences and periodicals.
- ٧- Contribution of faculty members in seminars and conferences.
- ٨- Review of the last recommendations for research enhancement.

## **IX: Community Involvement**

- ١- Contribution of the institution in community, society and environmental affairs.
- ٢- Evaluation of end users for community services quality.

ϣ-Reviewing of the last recommendations for community services enhancement.

ξ- Action plan for the coming academic year.

**X: Consolidated Developmental Plans**

**XI: Proposals for the improvement of the process of internal annual review and reporting including the effectiveness of the templates and the accompanying guidelines at course, programme and faculty levels.**